**WOW Grant Collaboration Project**

Subject(s)/Course(s): College English (dual credit) and American Literature

Grade Level(s): Junior and Senior

Collaborative Partners: Jeff Sand & Sue Morrell

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| Standard(s): |  | |
| National Core Standard for Writing, #6 **Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.** | | |
| 21st Century Skills Addressed: | | |
| **Learning and Innovation Skills: Communication & Collaboration and Critical Thinking & Problem Solving**  **Life and Career Skills: Leadership & Responsibility** | | |
| Method of Collaboration (both teacher and student): | | |
| Teachers collaborated both face-to-face and online to plan the integrated collaboration. Students collaborated in online discussion about the story “Sonny’s Blues” by James Baldwin on the Ning at <http://litloops303.ning.com/>. They then worked in both face-to-face and online environments to complete a thematic project using PowerPoint and multi-media. | | |
| Technology Integrated into Project:  Ning (discussion)  Webmail (teacher facilitation and student communication)  PowerPoint | | |
| Students will know…. | | Student will be able to….. |
| * How to access and respond to questions on an online forum discussion * how to explain basic themes in “Sonny’s Blues” and compare those themes to their own experiences and knowledge of contemporary society * how to apply PowerPoint Skills of custom animation to collaborate on a theme-based presentation focused on a theme in the story | | * Discuss themes in “Sonny’s Blues,” responding to teacher forum question and to each others’ posts in a Ning network space. * Apply an understanding of the music theme in Sonny’s Blues to their use of contemporary music * Create visual & auditory images consistent with theme, text, and music in “Sonny’s Blues” |
| **Assessment Evidence** | | |
| What evidence will show that students understand content/skills of lesson/unit?   * participate in online discussions in asynchronous time * successfully participate in a group collaboration on a theme * create a slide incorporating text, visuals, and sound with correct MLA documentation and incorporate that slide into a small group presentation | | |
| Description of Assessment(s)  **Rubric for final assessment:**  10 points graphic interest & coordination with text  10 points text choice, coordination, and correlation  10 points music  10 points overall coherence  10 points citations/documentation | | |
| **Learning Plan** | | |
| **Learning Plan (**What learning activities will be used to carry out the collaborative project?)  Lesson 1: An Introduction to the Ning space at <http://litloops303.ning.com/>  Lesson 2: Following an independent reading of “Sonny’s Blues” by James Baldwin, students post to discussion on the Ning. Prompt facilitated by Mrs. Morrell: **What is the "core" or "heart" of this story for you?  Why?  Make sure you explain your ideas with specific reference to at least one incident or by using a quote from the story.  After you have posted your thoughts in a coherent paragraph or two, please respond to the posting of at least two other people.  Mr. Sand and I would especially like to see you cross the junior-senior line.**  **Lesson 3: Following review of the discussion in College English and American Lit classes, students post to discussion on the Ning. Prompt facilitated by Mr. Sand:** Compare and contrast Sonny's life in the music scene with a famous musician, singer, rock star, or rapper from this era. How can the music scene influence addiction in a musician's life? Why does society glamorize their lifestyles?  Lesson 4: Collaboration assignment, to be carried out asynchronously, via independent timelines. Prompt facilitated by both instructors: Directions: Step 1: Meet briefly (or discuss online) the “theme” your group will showcase in your presentation. A focus or theme will help all of you to better coordinate choices of text, visuals, and music.  Step 2: Each individual creates a PowerPoint slide in which you present a coherent message or theme in the story. Include a quote from the text (remember to cite it correctly) and a visual that fits that text AND the story. More than one visual on the slide is acceptable, but don’t let the picture overwhelm the text. In fact, we recommend that the text appear distinct from, rather than laid over, the visuals. **Remember to follow copyright law as you incorporate images and music**. If it is not public domain material, it must be cited. In some cases, copyright images may not be used without permission. Absolutely DO NOT use “Google Images” as a citation. Google is a data base; it only collects pictures, primarily from copyrighted images published on web sites.    Step 3: Then, as a group, find a jazz or blues number that fits the text and visual slides, create a front slide (with your names and a title) and an ending slide (with citations in MLA format). Again, if you use music, you are limited to 30 seconds unless the work is IN THE PUBLIC DOMAIN.  Step 4: Submit your finished project to the Ning. | | |